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ABSTRACT

This compendium provides information on 39 promising practices in vocational adult education selected during the 1981-82 school year. Criteria for selection are to meet an identified need for a specific problem or target population, measurability of indicators of success, possibility of adaptation by others, and practicality of resources required for adaptation of the practices. Abstracts of promising practices are reported in alphabetical order by title. Each description provides this information: title, district/agency, descriptors, target audience, major objectives, overview, indicators of success, resources needed, and contact. Those practices recommended for replication are indicated by an asterisk. Three indexes are provided: areas of focus, locations of promising practices, and educational descriptors. Focuses of the promising practices include displaced homemakers, dropout prevention, employability skills, experiential learning, handicapped students, minority youth and adults, home economics, inservice education, learning disabilities, new or changing occupations, nursing assistants, nontraditional vocational areas, out of school youth and adults, prevocational exploratory programs, school-business collaborative efforts, school-community cooperation, sex equity, special needs students, trades-skill training, underemployed and unemployed adults, and vocational counseling. (YLB)

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PROMISING PRACTICES IN CONNECTICUT VOCATIONAL AND ADULT EDUCATION

DIVISION OF VOCATIONAL AND ADULT EDUCATION

Bureau of Vocational Program Planning and Development
State Department of Education
Hartford, Connecticut

CE 033 997

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PREFACE

Connecticut's Plan for Vocational, Career and Adult Education (1981) An Agenda for Action, and the Comprehensive Plan for Elementary and Secondary Education call for the State Department of Education to engage in activities to aid and improve the range and quality of programs offered in the state's public schools. Significant among those activities are efforts to share information about successful and innovative practices.

Over the past several years, a creative partnership has existed between the State Department of Education and local school district educators - a partnership that has fostered the development and growth of new ideas as well as solutions to vocational education problems. The vocational and adult education community has provided an impressive range of educational opportunities - some of which have been recognized; many of which have gone unnoticed.

The Vocational Improvement Practices (VIP) project is an on-going effort to recognize excellence in vocational and adult education. During the 1981 - 82 school year, project efforts have centered on identifying secondary and adult vocational education practices, as provided by local districts/agencies, with a particular focus on youth employment. An independent evaluation committee composed of representation from local education agencies, regional vocational-technical schools, the Vocational Education Association of Connecticut and the State Department of Education, reviewed and selected the promising practices which are presented on the pages that follow.

Without the active participation and support of vocational educators and administrators, this program could not have succeeded. I would like to thank all those who contributed for their willingness to share information about their outstanding programs.

This compendium represents the first in a number of planned editions in which promising practices in vocational and adult education will be highlighted. It has been compiled on the premise that good ideas in education belong to everyone. We hope that the reader will want to explore these practices in greater detail, and perhaps replicate or adapt them to meet needs in another district or community.

C. M. Green
Associate Commissioner
Division of Vocational and
Adult Education

INTRODUCTION

The series of questions and answers that follows will help the reader become more familiar with the first edition of *Promising Practices In Connecticut - Vocational and Adult Education.* A few minutes spent reviewing these questions and answers will enable you to locate promising practices which can be used in your school.

Q. WHAT IS THE PURPOSE OF THIS COMPENDIUM?

A. *Promising Practices In Connecticut - Vocational and Adult Education* provides information concerning selected methods and approaches to those who wish to improve their vocational and adult education programs and services.

Q. WHAT IS IN THIS COMPENDIUM?

A. This compendium describes all methods and approaches selected during the 1981 - 82 school year.

Q. HOW WERE THE PROMISING PRACTICES IN VOCATIONAL AND ADULT EDUCATION SELECTED?

A. All of the practices described in this document were judged by a panel of educators to satisfy each of the following selection criteria:

1) The practice meets an identified need for a specific problem/ target population.
2) Indicators suggest that success is measureable.
3) Adoption or adaptation by others is possible.
4) Resources required for adoption/adaptation are practical.

Q. HOW IS THIS COMPENDIUM ORGANIZED?

A. Promising practices in vocational and adult education are reported in alphabetic order by title for each. In addition, three (3) indices are provided by: Areas of Focus; Location of Promising Practice; and Educational Descriptors. As appropriate, each practice has been cross-referenced as an aid to document use.

Q. WHAT DOES AN ASTERISK (✱) ON SOME PRACTICE ABSTRACTS IMPLY?

A. While all practices reported in this document have been recommended for dissemination, some were specifically recommended for adoption/adaptation by schools. When an (✱) appears beneath the page number on an abstract, it means that the practice being described has been recommended for replication. The Division of Vocational and Adult Education will assist in this process.

Q. HOW CAN PRACTICES BE LOCATED FOR A GIVEN CONTENT OR PROBLEM AREA?

A. To help one locate practices for a given area or a specific instructional feature, areas of focus have been provided in an index on pages (i) through (iii) while educational descriptors have been assigned to all practices and are provided in an index on pages (v) through (xv). These areas of focus and educational descriptors have been cross-referenced and act as headings for all practices described in this document. (*Note:* For information on vocational programs for students with special needs, consult Alred Dyce, Bureau of Student Services, (203) 566 - 3824.)

Q. HOW CAN A DESCRIPTION FOR A GIVEN PRACTICE BE LOCATED IF ONLY THE NAME OF THE PRACTICE IS KNOWN?

A. Promising practices in vocational and adult education are reported in alphabetic order by title for each in the Table of Contents and on pages 1 through 39.

Q. HOW CAN A DESCRIPTION FOR A GIVEN PRACTICE BE LOCATED IF ONLY THE COMMUNITY IN WHICH IT IS BASED IS KNOWN?

A. An index by location for each practice described is provided on page (iv).

Q. IF ADDITIONAL INFORMATION, SUCH AS DETAILS ON COSTS OF INSTALLING A PROMISING PRACTICE IN ANOTHER SETTING, IS NEEDED, HOW CAN IT BE OBTAINED?

A. All entries include the name of a contact person who can answer questions about the practice. A mailing address and a telephone number are included.

Q. WHAT ARE SOME INITIAL ADOPTION CONSIDERATIONS?

A. Although each promising practice has been effective for the agency in which it was developed and would most likely be transportable to other agencies, it is strongly recommended that each practice be reviewed with the originators for its potential use in some other setting. Such collaboration becomes more critical if the promising practice is to be modified for adaptation in another setting. If interested in adoption, please complete and mail the Checklist of Programs: Response Sheet on page 40.

Q. HOW CAN INFORMATION ABOUT THE VIP PROJECT EFFORT BE OBTAINED?

A. Contact: Dr. Valerie Pichanick
Bureau of Vocational Program
Planning and Development
State Department of Education
P. O. Box 2219
Hartford, Connecticut 06145

Phone: (203) 566 - 3430

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☼ = Recommended for Replication

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PROMISING PRACTICE

AGED and DISABLED COURSES I and II

District/Agency: **Windsor Public Schools**

* Descriptors:

Disabling Conditions, Elderly Persons, Grade 11 Students, Grade 12 Students, Physical Care Management, Social and Emotional Problems

* Target Audience:

Juniors and seniors preparing for work with the elderly and disabled.

* Major Objectives:

Explore career opportunities in working with the elderly and disabled.
Identify debilitating conditions and explain how they affect people.
Analyze the effect of individual needs in personal growth.
Realyze the social, psychological and physical benefits of creative endeavors for the elderly and disabled.
Analyze the effect of family structure on elderly and disabled persons.
Evaluate the significance of financial problems as they relate to these persons.

* Overview:

The course on aging involves in-depth study of disabling conditions - their origins and prognosis. Specific conditions are explored by readings, presentations by preventive and remedial services and frank discussions with disabled persons. Students are encouraged to recognize problems involved and to develop solutions which will maintain the physical and emotional stability of the individual. Basic home nursing skills are developed. In the course on disabling conditions, students study related problems and go out into the community where they work in special education classes, in nursing care facilities and in private homes. Students maintain a log of their activities, record their reactions and share these during discussions held once a week. An Awareness Week is sponsored by both classes during which students spend periods of time simulating various disabling conditions and care required by each.

* Indicators of Success:

Skills development in basic physical care.
Skills development in management of emotional and social problems.
Pursuit of post-secondary training in these areas.
Successful employment in local care facilities.

* Resources Needed:

Community interest and support; accessible and cooperative care facilities; administrative support; and funds to purchase reference tools and to cover film rentals. Estimated start-up costs are about $950.00.

* Contact:

Deborah Smith or Barbara Bean
Home Economics Department
Windsor High School
50 Sage Park Road
Windsor, Connecticut 06095

* PHONE: (203) 688 - 8334

(2)

PROMISING PRACTICE

ALTER EGO (Vocational Clothing)

District/Agency: **Regional District 17 (Haddam - Killingworth)**

* Descriptors:

Adult Education, Home Economics, Intergenerational Communication, Vocational Clothing

* Target Audience:

Male and female, grades 9 - 12 and adults; recruitment by news media, school television station and personal contact.

* Major Objectives:

Promote clothing construction.

Develop sewing skills among students and adults.

* Overview:

Begun in 1978, this program is an after school activity that involves 20-25 people per year. For all ages, the Alter Ego program designs clothes, repairs old clothes and helps those involved learn more about and practice clothing construction. The program also operates a swap shop where new and used clothing is sold. The Home Economics rooms, equipped with sewing machines, are made available by the district. In all other respects, the program is self-supporting.

* Indicators of Success:

Continued demand for the program.
Volume of clothing repairs.
Number of new items sold.

* Resources Needed:

Recruitment of interested participants; accessibility to sewing equipment; and administrative support. Beyond use of existing facilities, this program is self-supporting.

* Contact:

Elizabeth Belden, Coordinator
H. K. Senior High School
Little City Road
Higganum, Connecticut 06441

* PHONE: (203) 345 - 8541 Ext. 143

PROMISING PRACTICE

ALTERNATIVE SCHOOL PROGRAM

District/Agency: Waterbury Public Schools

Wilson School Program
201 Birch Street
Waterbury, Connecticut 06704

* Descriptors:

Alternative Education, Cooperative Work Education, Employability Skills, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Trades Skill Training

* Target Audience:

Students (grades 7-12) who are not achieving their potential, are overaged for grade status, and have high potential as drop-outs.

* Major Objectives:

Improve the self image of students.

Remediate academic deficiencies.

Provide job entry level skills in a vocational area.

* Overview:

Students are accepted to this program by application, referral from area schools as well as through recruitment. Student social, psychological and academic needs are met by means of a "hands-on" approach through the use of exploration labs and closely related academic study. In addition to Math, English, Reading and Social Studies, five majors are offered: 1) Automotive Mechanics, 2) Carpentry, 3) Machine Trades, 4) Business and 5) Food Services. A part-time cooperative work education component has been integrated into the program. The program is based on the premise that every child can learn and achieve while also enjoying school.

* Indicators of Success:

Low student drop-out rate.

Student success with job placement in areas for which they were trained.

Improved student attitudes.

* Resources Needed:

Facility needs will depend on size and scope of program. Salaries, equipment and supplies are funded by the Waterbury Board of Education and P. L. 94-482.

* Contact:

Eugene F. Spagnola, Director
Alternative School Program
201 Birch Street
Waterbury, Connecticut 06704

* PHONE: (203) 574 - 8027

PROMISING PRACTICE

ANSONIA ADULT NURSING ASSISTANT PROGRAM

District/Agency: Ansonia Public Schools

* Descriptors:

Adult education, Clinical Work Experience, Nursing Assistants, School/Hospital Collaborative

* Target Audience:

Male and female adults (ages 18-50) interested in becoming nurse aides; Program serves up to 20 students in each of two semesters per year.

* Major Objectives:

Prepare students as nurse aides in accordance with state requirements.

Place students in cooperation with Griffin Hospital, area nursing homes and home health agencies.

* Overview:

A registered nurse operates this program which is co-sponsored by the Ansonia Public Schools and Griffin Hospital. The program is offered for two hours, twice a week for ten weeks per semester. The program functions with 36 hours of classroom instruction and 14 hours of clinical experience.

* Indicators of Success:

Student enrollments over 3-year life of program.

Good placement record.

Program completer enrollments in LPN programs.

* Resources Needed:

1 qualified instructor (part-time).

Appropriate clinical cooperative for practical experience.

Laboratory setting with necessary equipment.

With availability/accessibility of these resources, estimated start-up costs are around $3000.00.

* Contact:

Mrs. Ann Pitney, R.N., Instructor
Ansonia High School
115 Howard Avenue
Ansonia, Connecticut 06401

* PHONE: (203) 735 - 1877

PROMISING PRACTICE

BILINGUAL PRE–VOCATIONAL TRAINING – ALLIED HEALTH PROFESSIONS

District/Agency: A. I. Prince Regional Vocational-Technical School

Descriptors:

Allied Health Occupations, Bilingual Education, Clinical Experiences, Displaced Homemakers, Hispanic Youth, Underemployed Youth and Adults, Unemployed Youth and Adults, Vocational Exploration

Target Audience:

Limited English proficiency Hispanics, male and female, with high school diplomas or GED, interested in health professions.

Major Objectives:

Expose trainees to varied clinical exploratory experiences prior to selecting career goals.

Refine English language and basic-skills required for training institution entry.

Develop life-coping and decision making skills.

Improve self-esteem and study habits of trainees.

Place 80% of completers in training institutions and/or work.

Overview:

To reverse an under-representation of Hispanics in health professions, a linkage was developed between A. I. Prince Regional Vocational-Technical School, the Hartford Hospital and the Hispanic Health Council. A program emerged which focuses upon preparation for entry to varied health training institutions. This program provides courses in math, biology and physiology, chemistry, English as a Second Language (ESL), communications, life-coping skills and basic typing; career exploratory experiences and vocational and personal counseling services are also provided. Training involves 26 weeks of study; 30 hours per week, from 4 - 9:30 PM - with 3 days in a hospital setting and 2 days in the classroom.

Indicators of Success:

Support of training institutions

Assistance of training institutions in seeking funds for program continuation.

Trainee placements in area health training institutions.

Resources Needed:

Program was developed for replication; current program costs average $2,233.00 per-pupil. Pooling of resources is necessary; collaborations between local agency or voc.-tech. school and health training institution is critical.

Contact:

Charles Wilt
A. I. Prince Reg. Voc.-Tech. School
500 Brookfield Street
Hartford, Connecticut 06106

PHONE: (203) 246 - 8594

PROMISING PRACTICE

BILINGUAL VOCATIONAL and LANGUAGE DEVELOPMENT PROGRAM

District/Agency: **Hartford Public Schools**

* Descriptors:

Bilingual Vocational Education, Drop Out Prevention, Hispanic Youth, In-School Youth, Langauge Development, Out-of-School Youth

* Target Audience:

Hispanic youth (ages 16-21) with limited English proficiency. Target youth are those with two or more failing grades and excessive absenteeism.

* Major Objectives:

Offer an alternative language and academic education which supports future work objectives for Hispanic youth.

Develop general language skills with achievement of at least one grade level per academic year.

Achieve, with 75% of all students, an improvement in academic attendance by a minimum of 25%.

Place a minimum of 10% of all participants in jobs with the private sector.

* Overview:

Vocational training, language development, career education and counseling are important components of this program. Recruitment is by school posters, mailings and community affairs media. Individual interviews and scheduling considerations result in selection of up to 25 students for program participation. Students receive training, based on an early release from their home high schools, within a schedule of 1-4 PM, five days per week. An individualized approach is used which gives students the opportunity to freely express problems and concerns in both their personal and academic lives. Facilities are available for academic purposes and tutoring is provided when necessary. All qualified students receive job placement services. Shop settings are provided for vocational training.

* Indicators of Success:

Academic attendance improved by 30%.

Academic performance improved among 40% of program participants.

70% of students improved their langnage skills by one grade level - less hesitancy to communicate in English.

20% were placed in summer private sector employment.

40% were placed in public sector employment.

* Resources Needed:

An advisory board with representatives from private sector, community workers, parents, teachers, students and technical advisors from program training and service areas; staff should come from same geographical area as that of target population; central administration and Board of Education support; beyond in-kind contributions, approximate cost per-pupil is $1,400.00 per year.

* Contact:

Carmen Rodriguez, Coordinator
110 Washington Street
Hartford, Connecticut 06115

* PHONE: (203) 722 - 6236

PROMISING PRACTICE

CAREER PLANNING for ADULTS

District/Agency: Wallingford Public Schools

Descriptors:

Adult Education, Career Change, Career Choices, Career Counseling, In-School Youth, Out-of-School Youth, Self Evaluation

Target Audience:

Youth and adults 16 years of age and older; recruitment/advertisement through adult education program brochures and other media.

Major Objectives:

Assist students to gain more self confidence.

Assist students with appropriate goals development and how to achieve goals.

Assist students with exploration of career options.

Overview:

The course consists of a fourteen week planned progression from self evaluation to job entry. The course includes autobiographical work; aptitude and interest testing; interviewing workers on the job; values clarification; decision-making skills and the use of the Guidance Information System (GIS). The course may be taken for one credit toward an adult high school diploma or by adults for personal enrichment.

Indicators of Success:

Transfers to more advanced programs.
Log data by significant count, student self-reporting and counselor evaluations.
Job changes.
Increased job satisfaction.
Individual gains in self-esteem.

Resources Needed:

Experienced career counselor as teacher/facilitator. Costs include - instructional wages of teacher/facilitator; aptitude and interest tests; other resource materials. Access to GIS, or similar computer career information system, would be helpful.

Contact:

Shirley D. Olson, Director
Adult Education Program
Mark T. Sheehan High School
Hope Hill Road
Wallingford, Connecticut 06492

PHONE: (203) 265 - 2831 Ext. 329

PROMISING PRACTICE

CAREER WORKSHOP

District/Agency: Windsor Public Schools

* Descriptors:

Adult Counseling Services, Adult Education, Career Changes, Career Counseling, Career Exploration, Community Services, Minority Youth and Adults, Underemployed Adults, Unemployed Adults

* Target Audience:

Community members, from young through retired adults, with diverse career related needs.

* Major Objectives:

Provide for self-evaluation through aptitude tests and interest inventories.
Explore career opportunities.
Develop procedures for re-entry into job market.
Research avenues for further education.
Explore means for career changes.
Provide individual counseling.
Develop resume writing and job interviewing skills.

* Overview:

The program was initiated in response to requests from housewives for assistance in the return to the job market. In existence for 4 years, it is offered twice a year through adult education. Services have been provided to some 140 adults from high school drop-outs through college graduates: blacks, hispanics, whites, men, women and special education students. Each program is eight weeks in duration, one night per week for two hours. Each semester has between 15 - 20 participants. The program involves the use of group sessions for assessments; dispensing of information; methods of research; role playing and individual counseling sessions. Volunteer resource persons from area businesses, colleges and civic groups are utilized as necessary for program enrichment.

* Indicators of Success:

Client evaluations of program effectiveness.
Increases in client self-confidence.
Return of participants for counseling.
High course participation.
Improved student attitudes toward tasks.

* Resources Needed:

Guidance counselor with access to career, employment and college information (preferably computer accessible.) Other necessities include - testing materials, resource people, audio-visual equipment, resource materials and a cooperative school district. This program is self-sustaining by means of fees for tuition and materials.

* Contact:

Gille Sauvé, Director Adult Ed.
Windsor High School
50 Sage Park Road
Windsor, Connecticut 06095

* PHONE: (203) 688 - 8334

PROMISING PRACTICE

COOPERATIVE VOCATIONAL EXPERIENCE

District/Agency: A. I. Prince Regional Vocational-Technical School

* Descriptors:

Counseling Services, Handicapped Students, Pre-Vocational Training, Public/ Non-Public School Collaborative, Regional Programming, Support Services

* Target Audience:

Handicapped students from the Capitol Region Education Council, the Gengras Center and Hartford's Moylan School.

* Major Objectives:

Provide students with a vocational training experience.
Expose these students to several shop areas.
Develop skills in one vocational area.
Provide counseling and special education support services throughout the training.
Reinforce shop skills through the related academic training within the sponsoring local education agency.
Enroll appropriate trainees as full-time students at A. I. Prince R. V. T. S.

* Overview:

This program began in 1977 as a cooperative venture between the A. I. Prince Regional Vocational-Technical School and the Gengras Center. The success of this cooperative was such that it was expanded to include an inner-city public school and a regional education service center. This endeavor represents a unique collaborative to provide vocational training as well as for the special needs of handicapped youth through three distinct types of education service providers.

* Indicators of Success:

Significant numbers of students complete the full program.
Rates of student employment in fields for which they were trained.
Reasonable percentage of students are accepted into the day program at A. I. Prince R. V. T. S.

* Resources Needed:

A cooperating Vocational-Technical school, a local education agency, a private institution and a regional education service center where a willingness exists to share resources (people, time, material, space and expertise). Direct costs will depend on the size and scope of preferred program.

* Contact:

Dr. Lewis E. Randall, Director
A. I. Prince Regional Vocational-Technical School
500 Brookfield Street
Hartford, Connecticut 06106

* PHONE: (203) 246 - 8594

PROMISING PRACTICE

CORE PROGRAM - HOME ECONOMICS

District/Agency: Vernon Public Schools

* Descriptors:

Food Services, Home Economics, Life Skills Training, Severely Disabled Students, Special Needs Students

* Target Audience:

Special needs students from grades 9-12; students selected on basis of PPT placement process and related criteria.

* Major Objectives:

Develop CORE courses to meet the needs of special education students within the least restrictive guidelines.

Apply course content to a specific vocational skill.

Develop off-site training locations.

Develop entry level foods service worker skills.

Individualize instruction within a small class setting (maximum ratio 1:7).

* Overview:

The home economics component of a Core Program approach was designed to provide learning experiences for severely disabled students when it would be of benefit to do so. Courses are offered which provide instruction by demonstration and experiential learning. Use of extensive reading assignments, lectures, pencil and paper tests are avoided. Mastery of content is based on the students' abilities to demonstrate skills and display competency in other ways (reading minimized/experience maximized.) Non-traditional methods, such as media, on-site observations and hands-on experiences are used as teaching techniques and aids. Teachers collaborate with resource room teachers, the department head and special education administrators.

* Indicators of Success:

Students are making more progress than in previous mainstreamed groupings.

Students are demonstrating specific skill acquisition.

* Resources Needed:

Costs are minimal as staff already exist and students were usually mainstreamed; foodstuff costs are partially offset by sale of prepared foods to staff and students. Estimated cost per-pupil is $40.00.

* Contact:

Claire Bellino, Director
Home Economics
Vernon Public Schools
Corner of School and Park Streets
Vernon, Connecticut 06066

* PHONE: (203) 872 - 7391

PROMISING PRACTICE

DISPLACED HOMEMAKER PROGRAM - (Women In Transition)

District/Agency: Ella T. Grasso - Southeastern Regional Vocational-Technical School

* Descriptors:

Business and Office Education, Counseling Services, Displaced Homemakers, Non-Traditional Vocational Areas, Peer Counseling, School - Community College Collaborative, Unemployed Adults

* Target Audience:

Displaced homemakers from throughout the Eastern Connecticut region.

* Major Objectives:

Increase the ability of 55 trainees to obtain skilled employment.

Enhance trainee abilities to become independent and self-supporting.

Increase trainee job readiness through classroom, hands-on training and supportive counseling services.

* Overview:

In cooperation with Mohegan Community College of Norwich, Centro de la Communidad and the Ella T. Grasso - Southeastern Regional Vocational - Technical School, some 55 adult underemployed or unemployed students receive training in three vocational areas. The program offers instruction in Drafting, Electronics and Office Skills. The drafting and electronic phases include 36 hours of instruction in blueprint reading and mathematics plus 144 hours of theory and "hands-on" instruction. The office skills component includes 36 hours of speed writing, 36 hours of basic accounting skills and 72 hours of typing. Support services include group counseling, individual counseling, peer tutoring and financial assistance with child care and travel. Support services also include job development, vocational counseling, job placement and follow-up.

* Indicators of Success:

Participant placement in on-the-job training.

Advanced skill training or relevant employment in occupations offering a career ladder.

Ability of trainees to maintain emplyment.

* Resources Needed:

Availability of experts in the trade areas and business and industry leaders from throughout the region; well organized outreach program in cooperation with community agencies; and research knowledge of the job market and its outlook for employment. Approximate program cost is $505.00 per-pupil.

* Contact:

Milton T. White, Director
Ella T. Grasso - Southeastern
Regional Vocational-Technical School
189 Fort Hill Road
Groton, Connecticut 06340

* PHONE: (203) 448 - 0220

PROMISING PRACTICE

DIVERSIFIED EDUCATION for PLACEMENT TRAINING and HIRING – DEPTH CWE/Trade and Industrial

District/Agency: Waterbury Public Schools – Crosby and Wilby High Schools

* Descriptors:

Cooperative Work Education, Diversified Occupations, Employer Based Training, Entry Level Job Skills, Grade 11, Grade 12, Industrial Arts, Manufacturing and Machine Trades

* Target Audience:

Non-college bound juniors and seniors from industrial arts program. All students must be hired prior to program entry.

* Major Objectives:

Prepare students for apprenticeable trades, job entry at graduation and/or post-secondary education.

Provide career awareness.

Aid students in decision making for meaningful occupational choices.

* Overview:

Under the auspices of this program, high school students are placed out on the job in trade and industry throughout the Greater Waterbury area. Students are placed at 16 years of age for training in most machine and industrial jobs. A waiver for employment under P.L. 75-16 allows students to be trained in many industrial and automotive jobs previously considered too hazardous and not allowed under the age of eighteen. The program offers job placements in automotive, industrial trade and allied services. Students work three weeks full time in a job setting and rotate back to school for 3 weeks. Each job is held by two students; while one is in school, the other is on the job. The rotation of students enables the work-site company to have a student on the job throughout the school year. Selection of student employees is made by the hiring employer following student interviews. Students are available for work during full shift work hours.

* Indicators of Success:

Annual follow-up studies show that about 90% of the participants obtain gainful employment in areas for which they were trained or in alternate career choices.

Job seeking skills and desirable employee attitudes have resulted in success in the world of work for program participants.

* Resources Needed:

Employers provide paid employment and training for students of junior and senior year to permit three-week work/study. The curriculum is restructured and academic instructors must be willing to teach double periods in academic subjects during in-school phase. Salaries, equipment and supplies are funded by the Waterbury Board of Education and P. L. 94-482.

* Contact:

Eugene F. Spagnola
Supervisor - Career and and Vocational Education
Department of Education
236 Grand Street
Waterbury, Connecticut 06702

* PHONE: (203) 574 - 8027

PROMISING PRACTICE

DIVERSIFIED EDUCATION for PLACEMENT TRAINING and HIRING (DEPTH) - Allied Health

District/Agency: Waterbury Public Schools

* Descriptors:

Allied Health Careers, Clinical Work Experience, Grade 11, Grade 12, Nursing Assistants, Nursing Skills

* Target Audience:

Up to 40 male and female students from grades 11 and 12 in each of two phases Phase I - juniors and Phase II - seniors. (Crosby and Wilby High Schools)

* Major Objectives:

Prepare students for further technical education in health occupations.

Train students for employment in allied health occupations.

Assist students to make informed and meaningful occupational choices.

* Overview:

The Allied Health careers program has been in operation between Crosby High School and St. Mary's Hospital since 1972 and between Wilby High School and Waterbury Hospital since 1973. Students are selected by the Guidance Department and screened by the teacher-coordinator. While a 7-point selection criterion is used, a preference is given to students who lack motivation but display average potential. The program's purpose is to train students in a continuum of allied health for two years. The program is divided throughout into 3-week blocks with half the students in school with doubled academic programming while the other half is placed in a clinical setting. Rotation of students occurs at the end of each 3 week cycle. The program has its own advisory committee which is representative of community employers, educators, students and parents.

* Indicators of Success:

Some 300 students have completed the program.
All students trained as nursing assistants.
Specialization of a significant number of completers.
Evaluations indicate that student grades increase and absenteeism/tardiness decrease.
48% of program graduates have gone on to higher education in health fields.

* Resources Needed:

Essential program elements include - classroom and nursing arts laboratory; clinical facility for students to master necessary entry-level skills in health field; restructure of 11th-and 12th-grade curriculum for 3-week work/study concept; doubled programming for academics; contractual agreement between school system and hospital. Program costs funded by Waterbury Board of Education and P.L.94-482

* Contact:

Eugene Spagnola, Coordinator
DEPTH - Allied Health
Waterbury Public Schools
236 Grand Street
Waterbury, Connecticut 06702

* PHONE: (203) 574 - 8028

(14)

PROMISING PRACTICE

"DRAMA TECH" PROGRAM

District/Agency: Division of Vocational-Technical Schools - State Department of Education

Descriptors:

Career Exploration, Grade 10, Grade 11, Inservice Training, Interdisciplinary Approach, Theater Arts, Theater Production

Target Audience:

Sophomore or juniors in each of Connecticut's seventeen vocational-technical schools.

Major Objectives:

Explore the necessary skill areas in theater production.

Apply technical training with skill areas in the theater arts.

Provide exposure to and appreciation of other related academic areas.

Explore available career opportunities in the theater arts.

Increase awareness and understanding of theater and other art forms.

Overview:

The "Drama Tech" Program provides training for students as well as inservice activities for academic and trade instructors in the area of theater arts and technical skills. Students are exposed to in-school demonstrations, visits to local theaters, visits to professional theater establishments, in-school technical workshops and a year-end artistic production.

Indicators of Success:

Yearly evaluation of program by an outside evaluator.

Growth and demand for the program.

Resources Needed:

Program would be applicable to any technical high school, career education center, local district, or multi-district collaborative in conjunction with area theatrical production facilities. Costs would depend on scope and complexity of program. Cost-sharing would result from any collaborative efforts.

Contact:

Gale A. Zeil, Consultant
Div. of Vocational-Technical Schools
Department of Education, Box 2219
Hartford, Connecticut 06115

PHONE: (203) 566 - 4183

PROMISING PRACTICE

EMPLOYER APPRECIATION BANQUET

District/Agency: Bloomfield Public Schools

* Descriptors:

Grade 10, Grade 11, Grade 12, School-Community Relations, Special Needs Students, Student Recognition, Work-Experience Programs, Work-Experience Employers

* Target Audience:

Vocational education students (grades 10-12); work-experience employers; members of Board of Education; Town Council; faculty and parents; 250 participants.

* Major Objectives:

Recognize student participation in all vocational programs.
Develop continued student/community relations.
Increase exposure of vocational programs to business community.
Demonstrate appreciation of work experience workers.
Provide opportunities to demonstrate vocational skills.
Provide school activity which includes special needs students.

* Overview:

Planning by Work-Experience Coordinators and student volunteers from the occupational program begins in the Fall of each year. The program is held within the school, utilizes the culinary arts facilities and students, and gives students the responsibility to plan and implement the agenda for the evening. In operation for nine years, all vocational areas in the school are involved.

* Indicators of Success:

Participation by 95% of total work-experience students.
Participation by 95% of total work-experience employers.
Oral and written communication from program participants.
Commendations from program participants.
Increase in attendance each year.
Continued demand for job placement in work experience sites.

* Resources Needed:

Work-experience program; employer enthusiasm and cooperation; administrative support; (helpful to have) a culinary arts program; and student cooperation. Cost factor is determined by the number of persons participating - printing of certificates and plaques cost about $200.00.

* Contact:

Leon Wilchynski, Supervisor
Career and Vocational Education
Bloomfield Public Schools
Park Avenue
Bloomfield, Connecticut 06002

* PHONE: (203) 242 - 5581

PROMISING PRACTICE

EXPLORE A JOB

District/Agency: **Bolton Public Schools**

* Descriptors:

Career/vocational Awareness, Grade 11, Grade 12, Pre-Vocational/Exploratory, Shadowing Sites, Vocational Counseling

* Target Audience:

All high school students regardless of their specified career aspirations. Specific emphasis is focused on juniors and seniors.

* Major Objectives:

Provide students the opportunity to learn about occupations in a "hands-on" setting.

Demonstrate how work environment influences career development.

Aid students in clarifying career/vocational interests.

Demonstrate that career choice involves some conflict and compromise between values and needs.

Experience work environment influences upon career development.

* Overview:

The program has been designed to provide students with an opportunity to spend time "on the job" with a community member employed in a field of his/her choosing. Program participation is by application and personal interview. One co-ordinator devotes approximately 4 hours per week to such tasks as: program publicity, applicant interviews, securing "shadowing" sites, and the evaluation of individual student experiences. Each student spends a minimum of 4 hours "shadowing" a cooperating worker. An opportunity is provided for the student to observe and, if possible, perform tasks related to the given career field. Because of the variance of student interests, placements have been quite diverse.

* Indicators of Success:

Evaluations of students and cooperating community members.

Increased number of student participants.

Improvement of student's career/vocational awareness.

Knowledge gains through application of career research to real life experiences.

* Resources Needed:

Counselor/teacher to coordinate the program; telephone access. Some materials and supplies are necessary, but program costs are minimal - 1/7 teaching position plus mileage reimbursement for counselor/teacher.

* Contact:

Joanne B. Levy, Team Leader
Guidance, Career and Vocational Ed
Bolton Public Schools
Notch Road
Bolton, Connecticut 06040

* PHONE: (203) 643 - 1569

PROMISING PRACTICE

FIRE FIGHTER EDUCATION PROGRAM

District/Agency: Windham Public Schools

* Descriptors:

Fire Fighter Education, In-School Youth, Out-of-School Youth, School - Community Cooperation

* Target Audience:

Any student from community or surrounding area high schools at least 16 years of age. Students must be member or applicant member of a voluntary fire company.

* Major Objectives:

Prepare students for State's Fire Fighter certification exams.

* Overview:

All students, male and female, are volunteers with their respective fire companies. The program consists of 20 hours of course work per semester, plus 20 hours of field work. Course work consists of fire theory and technology plus CPR and first aid training. Full year in length, the current program is being expanded to prepare students for the State's Fire Fighter II certification exam. Instruction and technical assistance is provided by the local fire department. In-school classes are enriched by field training at the Willimantic Fire Department and the Eastern Connecticut Fire Fighter Training Grounds.

* Indicators of Success:

80% completers with Fire Fighter I certification.

Advancement from program to Fire Technology training.

Number of applicants for jobs with paid/professional fire departments.

* Resources Needed:

Cooperation with local paid/professional fire department is critical. Start-up costs are about $15,000.00 - most of which is for necessary equipment. On-going costs are estimated to be $3,000.00. per year.

* Contact:

Barbara Hood, Coordinator
Career Education
Windham Public Schools
322 Prospect Street
Willimantic, Connecticut 06226

* PHONE: (203) 423 - 8835

PROMISING PRACTICE

FOOD SERVICES PROGRAM

District/Agency: Regional District 17 (Haddam - Killingworth)

* Descriptors:

Experiential Learning, Food Services, Grade 9, Grade 10, Grade 11, Grade 12, Regionalized Programming, Restaurant Management

* Target Audience:

Up to 45 students from grades 9-12; permission to enroll in course must be approved by instructor.

* Major Objectives:

Acquire job entry level skills in food service areas.

Develop food service concepts, skills and knowledge.

* Overview:

Begun in 1978, this program seeks to simulate actual work situations. A small restaurant, called the Cougar Cafe is open to the public and is adjacent to the food services laboratory. A fast food operation is managed after school hours by students for students and lunches and breakfasts are served to students and the public. Senior citizens are frequent lunch customers being bused to the Cafe by district and area senior citizen transportation services. On a number of occasions, a five-course dinner is prepared for general public participation. A converted school bus has been outfitted by industrial arts students and serves as a mobile food unit for use in catering and for at-home athletic games. A bake shop is operated as a part of the program and the mobile unit is used to deliver baked goods to centralized locations within the region.

* Indicators of Success:

Community and administrative support.
Students have elected second and third courses in this field.
Students have gone on to post-secondary training in this field.
Many students have become employed by area restaurants.

* Resources Needed:

Existing home economics facilities; space that can be converted to a salesroom (restaurant); staff person trained in food service areas; equipment and materials. Cost would depend on existing facilities and the scope of a planned program.

* Contact:

Elizabeth Belden, Coordinator
H. K. Senior High School
Little City Road
Higganum, Connecticut 06441

* PHONE: (203) 345 - 8541
Ext. 143

PROMISING PRACTICE

FOOD SERVICES and RESTAURANT MANAGEMENT PROGRAM

District/Agency: Enfield Public Schools

Descriptors:

Experiential Learning, Food Services, Grade 11, Grade 12, Regionalized Program, Restaurant Management Program

Programming

Target Audience:

Approximately 50 students in grades 11 and 12 from Enfield and Fermi high schools. About 20% of students served are handicapped and/or disadvantaged.

Major Objectives:

Develop necessary skills and attitudes for employment.

Learn fundamental skills required in restaurant operation.

Operate a full-scale gourmet restaurant.

Obtain job entry level skills.

Overview:

The program was initiated in 1973 with federal funds under P. L. 94-482 and involes 600 hours of instruction and training. Equipment was purchased with both federal and local monies. The student operated restaurant, "Cafe Rendezvous" serves from 130 to 230 patrons per evening from surrounding regions of Massachusetts and Connecticut. Its eight-week, one-night per week operation, plus numerous banquets, and an eight-week daily breakfast program attracts patrons comprised of students, faculty and area citizens. A popular program, the restaurant has received coverage by various media and attracted many educators from other food service and home economics programs across the state.

Indicators of Success:

Graduate follow-up studies indicate substantial percentage of program graduates employed in food services field or related occupations.

While some program graduates pursue further training, most are available for job entry.

Resources Needed:

Adequate facilities and equipment are essential for initial set up of program; staff with business experience and training is considered highly desirable; once initial start up costs are provided, the cost per-pupil is about $500.00 per year.

Contact:

Elizabeth Nicholls, Food Service Instructor
Enrico Fermi High School
124 North Maple Street
Enfield, Connecticut 06082

PHONE: (203) 763 - 1089

PROMISING PRACTICE

HANDS-ON VOCATIONAL EXPLORATION for SPECIAL EDUCATION INSTRUCTORS

District/Agency: Division of Vocational-Technical Schools - State Department of Education

* Descriptors:

Exceptional Learners, Handicapped Youth and Adults, Inservice Training, Special Education Instructors, Special Needs Students, Support Services, Vocational Exploration

* Target Audience:

Special education instructors with little or no training in vocational trade areas.

* Major Objectives:

Expose specialized, non-trade instructors to 7 vocational-technical areas.

Team vocational instructors with special educators in order to share teaching strategies and develop better understandings of how to instruct special learners.

Demonstrate specific trade theory to special education instructors.

Improve vocational-technical/special education instruction for special education students.

* Overview:

In conjunction with seven regional vocational-technical schools, 30 special education instructors explored 7 trade areas over a 10 day period. Major emphasis was placed on understanding the theory and application of each trade in order to be able to apply this information when providing support to special needs students. Teaching strategies were shared that took into account the specific vocabulary, tools, job options and skill levels required for each trade. The original design called for a two-week summer program, but scheduling constraints caused the program to be offered on alternating Saturdays from March through June.

* Indicators of Success:

Improvement of communication between trade and special education instructors.

Development of an experiential understanding of specific trade areas.

Quality of ideas, resources and techniques shared to improve support services for special needs students.

* Resources Needed:

Because of geographic placement of the State's seventeen regional vocational-technical schools, accessibility is convenient to any local district. Program could also be operated through a district's current vocational facilities - matching special education resource staff with local vocational instructors. Funds for consumable instructional materials would be necessary.

* Contact:

Dr. Carmen R. Celentano
Associate Consultant
Div. of Vocational-Technical Schools
Department of Education, Box 2219
Hartford, Connecticut 06115

* PHONE: (203) 566 - 2678

PROMISING PRACTICE

jobsPlace

District/Agency: Capitol Region Education Council (CREC)

* Descriptors:

Career Counseling, Displaced Homemakers, Employment Counseling, Job Search Skills, Minority Youth, Underemployed Adults, Unemployed Adults

* Target Audience:

Underemployed/unemployed high school drop-outs (ages 18-24); graduating high school seniors with little or no work experience; displaced homemakers reentering labor market.

* Major Objectives:

Complete a job application, write a resume and a letter of application with no errors.

Understand appropriate hygiene, dress and interpersonal mechanics needed for a successful interview.

Demonstrate knowledge of the various methods of finding work as well as techniques to successfully utilize them.

Identify entry level employment skills within his/her career choice and develop a career path.

* Overview:

The jobsPlace is a self-directed job search that incorporates skills taught in the job preparation class and puts them to practical use. Features of the program include - teaching of various job search techniques; teaching appropriate phone and interpersonal techniques for contacting employers; maintainance of a record keeping system for client information and accountability; and peer interaction in a guided group setting for positive reinforcement and knowledge sharing. Unique features of this program are its transferability across age and education levels as well as the self-directed approach by which each client is trained.

* Indicators of Success:

Clients are able to understand the value of further education.

Clients tend to find work within five weeks of program completion.

Clients tend to remain on the job a minimum of three months or change to better jobs when opportunities arise.

* Resources Needed:

Adoptable/adaptable to present courses being offered in area CETA programs, regional vocational-technical schools, high schools or other job training programs. Adoption/adaptation information, training and materials available from contact person.

* Contact:

Joyce Milliken
Director of Adult Programs
Capitol Region Education Council
212 King Philip Drive
West Hartford, Connecticut 06107

* PHONE: (203) 522 - 6131

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PROMISING PRACTICE

L. D. SHARED TIME PROGRAM

District/Agency: Oliver Wolcott Regional Vocational-Technical School

* Descriptors:

Counseling Services, Learning Disabilities, Pre-Vocational Training, Regionalized Programming, Shared Facilities, Vocational Exploration

* Target Audience:

Learning Disabled high school students selected by participating towns. 90 students are involved.

* Major Objectives:

Provide vocational experience, through shared time, for L.D. students who have not met entrance requirements for Oliver Wolcott Reg. Voc.-Tech. School.
Train students through an exploratory experience in four vocational areas.
Develop skills in one of four vocational areas.
Provide counseling and support services during skill training periods.
Place appropriate students in Day program as openings develop.

* Overview:

Begun in 1975, this program is a cooperative venture between the Oliver Wolcott Regional Vocational-Technical School (OWRVTS) and surrounding communities. It was determined that OWRVTS could provide for LD students whose needs for exploratory trade experiences could not be met by individual districts. OWRVTS staff were employed and some 90 students come to this shared time program on a daily basis.

* Indicators of Success:

Significant number of students complete full program.
Significant number of students are employed in the field for which they were trained.
Reasonable percentage of students accepted into Day program at OWRVTS.

* Resources Needed:

A cooperating vocational-technical school and local school districts which are willing to pay for the services provided. Sending districts pay a rate of $1,000.00 per-pupil which is an eligible cost for special education reimbursement.

* Contact:

Boris W. Dukeley, Director
Oliver Wolcott Reg. Voc.-Tech. School
75 Oliver Street
Torrington, Connecticut 06790

* PHONE: (203) 489 - 0261

PROMISING PRACTICE

LEARNING FOR EARNING

District/Agency: Stratford Public Schools

* Descriptors:

Adult Education, Competency Skills, Employability Skills, Out-of-School Youth, Underemployed Adults, Unemployed Adults

* Target Audience:

Minorities, underemployed and unemployed youth and adults; focus is on teaching competency skills to 40 adults; GED students make up majority of student group.

* Major Objectives:

Raise competency of adults with reading and computational skills at pre-8th grade equivalency levels.

Raise skills to a level preparatory to studying for high school equivalency test.

Attain GED test passage by high school equivalency adults.

Provide specific job skill training in clerical or machine operator skills.

* Overview:

Clients participating in this program are administered the TABE test and are then enrolled in either ABE or GED classes. In conjunction with counseling services, clients select vocational courses that are matched with their career goals and individual abilities. Clients are integrated with existing ABE/GED students and vocational courses.

* Indicators of Success:

Success in job placements or job advancements.

Transition rates from ABE to GED program.

Number of students who pass GED.

* Resources Needed:

Coordination is required; a guidance counselor should be assigned to program and meet with clients on regular basis; estimated start-up costs are approximately $11,800. or per-pupil cost of $327.00; on-going costs are about $3,000.00 above current expenditures for an ABE/GED program.

* Contact:

Vincent Faggella
Director - Continuing Education
Stratford Public Schools
1000 East Broadway
Stratford, Connecticut 06497

* PHONE: (203) 385 - 4270

PROMISING PRACTICE

LINK: INTERGENERATIONAL COMMUNICATION

District/Agency: Canton Public Schools

* Descriptors:

Communication Skills Development, Gerontological Studies, Grade 9, Grade 10, Grade 11, Grade 12, Intergenerational Communication

* Target Audience:

Students, grades 9-12, involved with gerontology course; community senior citizens.

* Major Objectives:

Provide a setting for intergenerational interaction and communication.
Provide activities which the young and the old can enjoy together.
Provide services to the elderly.
Explore vocational options in fields related to care for the elderly.

* Overview:

In addition to classroom activities, students meet as often as possible and develop projects with and for senior citizens. Activities are planned in conjunction with home economics and industrial arts students. Activities have included - a school lunch program for senior citizens; soup preparation and deliveries to shut-ins during winter months; fix-it workshops for clothing and small appliance repair; local news taping for use by the Visiting Nurse with blind and sight-impaired senior citizens; convalescent home visitations and program presentations; conference on youth and aging; and a number of similar efforts.

* Indicators of Success:

Development of relationships between seniors and teens.

Prevalence of senior citizens in high school setting.

Attitudes of seniors toward teenagers.

* Resources Needed:

Coordinator is essential; cooperation and support of administration and staff is helpful. Salary stipend and transportation costs average $1,000.00 per year.

* Contact:

Linda Masterson
Home Economics Teacher
Canton High School
76 Symonds Avenue
Collinsville, Connecticut 06022

* PHONE: (203) 693 - 8333

PROMISING PRACTICE

MACHINIST TRAINING PROGRAM (Hamilton - Standard)

District/Agency: **Windsor Locks Public Schools**

* Descriptors:

Industrial Arts, Job Placement, Machinist Training, Out-of-School Youth, School/Industry Collaborative, Underemployed Adults, Unemployed Adults

* Target Audience:

Unemployed/underemployed adults (18 years of age or older) who desire to enter machinist trade. Program serves 15-18 male and female trainees per cycle.

* Major Objectives:

Develop basic machinist skills.

Complete 300 hours of training.

Seek employment as machinists upon completion of program.

* Overview:

Staffed by a local district industrial arts teacher, this program is offered during a 10 to 12 week period with classes meeting 5 nights per week. The curriculum is co-planned and approved by the Windsor Locks Public Schools and the Hamilton Standard Company with enrichment opportunities provided by the company in its facilities.

* Indicators of Success:

Program relates education to needs of industry.

Skilled employees are trained for machinist trades; thereby reducing critical shortage in this field.

Nine training programs have been successfully completed.

80% rate of placement for program completers.

* Resources Needed:

Will depend on size and type of program.

Program costs to Windsor Locks Public Schools are approximately $4000. per program (@ rate of $270.00 per student.)

Cost of instructor, materials and supplies are borne by industry.

* Contact:

John O'Brien, Principal
Windsor Locks High School
South Elm Street
Windsor Locks, Connecticut 06096

* PHONE: (203) 623 - 2623

PROMISING PRACTICE

MATHEMATICS – CAREER EXPLORATION PROJECT

District/Agency: New Haven Public Schools

✱ Descriptors:

Basic Math Skills, Grade 7, Grade 8, Grade 9, Grade 10, Math Anxiety, Math Related Careers, Pre-Vocational/Exploratory, Vocational Guidance

✱ Target Audience:

Secondary students (grades 7 - 10), particularly female students.

✱ Major Objectives:

Emphasize the need for a good background in mathematics.
Probe the issues of "math anxiety" and sexual stereotyping.
Help students deal with deficiencies in and/or hatred of mathematics.
Explore both highly skilled and non-traditional math careers.

✱ Overview:

This project is designed to encourage secondary students, particularly females, to continue their study of mathematics beyond the State requirement and to consider developing the mathematics skills necessary for such careers as - engineering, computer technology, finance, banking and skilled crafts. A supportive environment is provided in an effort to relieve math-stress reactions. A unique feature is the project's career orientation with the math skills required for specific occupations.

✱ Indicators of Success:

Students functioning well below grade level in mathematics were taught to overcome math anxiety.

✱ Resources Needed:

An instructor who is sensitive to the causes of math anxiety and can design an environment that limits stress for students. One instructor per 20-25 students; standard duplicating and audio-visual equipment; material and supply costs will average $15.00 per student, per year.

✱ Contact:

Charlotte H. Hylton
Career Education Coordinator
High School in the Community
45 Nash Street
New Haven, Connecticut 06511

✱ PHONE: (203) 787 - 8635

PROMISING PRACTICE

MICROCOMPUTERS in ACCOUNTING and OFFICE PRACTICE

District/Agency: Wilton Public Schools

* Descriptors:

Business and Office Education. Business Practices, Computer Apllications, Grade 10, Grade 11, Grade 12, Microcomputers

* Target Audience:

80 to 90 business and office practice students per year; grades 10 - 12.

* Major Objectives:

Identify the concepts involved in the automated processing of office data.
Understand the role of computers in the modern processing of written material.
Appreciate the impact of computers on the modern office and the field of accounting.
Identify the changing roles of many employment options due to automation.

* Overview:

This program incorporates an individualized approach with a focus upon accounting and office practices. Pre-written software is used which involve simulation, drill and practice as well as word processing. Individual projects, classroom demonstrations and simulations are frequently used as means for skill development.

* Indicators of Success:

Students acquire marketable skills for part-time and full-time employment.
Students work comfortably with video display units in various business experiences.
Students appreciate the impact of automation on business.

* Resources Needed:

Instructor familiar and comfortable with both hardware and software; appropriate software ($400. - $800. for first year); sufficient hardware for students - a minimum of four computers ($800. - $1,500. per unit) with printer capabilities ($400. - $1,000. per unit.)

* Contact:

William Hoyt, Chairman
Business Education Department
Wilton High School
395 Danbury Road
Wilton, Connecticut 06897

* PHONE: (203) 762 - 0381

PROMISING PRACTICE

MICROCOMPUTERS in DATA PROCESSING

District/Agency: Windsor Public Schools

* Descriptors:

Business and Office Education, Computer Applications, Data Processing, Grade 10, Grade 11, Grade 12, Microcomputers

* Target Audience:

Two year elective sequence open to students in grades 10-12 who have completed at least one course in typewriting.

* Major Objectives:

Display a knowledge of employment opportunities and job requirements in data processing areas.

Demonstrate how computers work, how they are used, their effects upon lives of individuals and possible future ramifications.

Demonstrate an ability to flow chart and apply this technique as effective processing tool.

* Overview:

The use of microcomputers in the Data Processing (DP) program began in 1980. At this time, seventeen machines provide the hardware necessary to conduct the program. Unique to the program is the fact that class size is small in order to provide students with extensive "hands-on" training and experience. Full use of the equipment, throughout the school day, has necessitated an expansion in program and curriculum offerings. A two-year elective sequence, this program is designed to provide students with a broad overview of career opportunities and data processing concepts; various computer systems, devices and peripherals; flow charting; problem solving; programming in BASIC; solving business related computer problems; and hands-on training and experiences in the operation of selected minicomputers.

* Indicators of Success:

Annual follow-up studies of graduates have indicated that students are able to obtain initial employment in entry-level positions much easier than non-graduates.

Several graduates have entered company training programs for computer programming and machine operation.

A number of graduates have been assigned as full-time machine operators and computer programmers.

* Resources Needed:

Because there is no single computer system or configuration (micros vs. mainframe; constellation vs. individual storage) cost of implementation can vary from $2,500. to $3,500. per unit - exclusive of teacher salary, textbooks, supplies and types of software. Laboratory setting is preferred.

* Contact:

Harold J. De Pianta, Supervisor
Business and Office Education
Windsor Public Schools
50 Sage Park Road
Windsor, Connecticut 06095

* PHONE: (203) 688 - 8334

PROMISING PRACTICE

MIND YOUR OWN BUSINESS

District/Agency: Norwich Regional Vocational - Technical School

* Descriptors:

Business and Office Education, Business Principles, Employability Skills, Grade 12, Management Training, Multiple Skill Area Training

* Target Audience:

All twelfth grade students; all trade areas.

* Major Objectives:

Describe basic business functions.

Identify techniques necessary to organization and management of business.

Relate procedures necessary to organization and management of business.

Demonstrate knowledge of business ownership/management terminology.

* Overview:

The business principles program is designed to prepare young people for the world of work. Students are provided with an opportunity to understand how businesses function and the attitudes that are necessary to succeed on the job. All classes are modified to meet student needs - from slow through average learners and above average learners. The program focuses on general educational skills from which management skills are derived. The students are given the opportunity to develop skills in general management, as well as skills in decision making, problem solving and management resources.

* Indicators of Success:

Pre-post-test gain in skills by 15 - 20%.

Parental and local business support for the program.

Graduate use of principles learned.

Student evaluations.

* Resources Needed:

1 instructor - 3 class hours per week for all seniors to complete the module.
Facilities - regular classroom.
Equipment - use of general audio-visual equipment.
Cost - exclusive of personnel, approximately $35.00 per-pupil.

* Contact:

Elizabeth A. Trudelle, Coordinator
Norwich Regional Voc.-Tech. School
390 New London Turnpike
Norwich, Connecticut 06460

* PHONE: (203) 889 - 8453

PROMISING PRACTICE

MODEL OFFICE – BUSINESS and OFFICE EDUCATION

District/Agency: Windsor Public Schools

* Descriptors:

Business and Office Education, Business Principles, Experiential Learning, Grade 11, Grade 12, Office Environment

* Target Audience:

Enrollment is open to those juniors and seniors who have acquired a minimum of one crdeit in typewriting and plan to pursue a business career.

* Major Objectives:

Analyze the effectiveness of various work flows within an office setting.
Perform routine business and office activities.
Demonstrate employable skills in the operation of office equipment.
Demonstrate awareness and appreciation of attitudes and work habits that are necessary to success in an office environment.

* Overview:

The underlying philosophy for creation of this laboratory setting was to provide an office environment which duplicated that of a modern business. Unique features include its physical arrangement and resemblence to a modern business office. The Model Office is an integral part of the Business and Office Education program and is visited frequently by area employers and educators seeking ideas as to design and implementation of model office settings. Instructional procedures include - alphabetic filing, telephoning, business communications, oral communications and transcription. A concentration is placed on developmental skills in the efficient operation of equipment, which includes use of the electric typewriter, electronic calculator, transcribing machine and selected word processing units.

* Indicators of Success:

Follow-up studies indicate graduates are able to achieve a greater degree of success in initial employment as well as in their transition from high school to work and advanced training; recognition and support given this laboratory setting by area employers; and the rate of emplyment success by program graduates.

* Resources Needed:

About 1100 square feet of available space; proximity to business department desirable; equipment and furniture to simulate an office environment; and sufficient power at each work station. Exclusive of teacher's salary, carpeting and renovations, initial costs were about $50,000.00. Alternate means to achieving a similar office setting are possible and available.

* Contact:

Harold J. DePianta, Supervisor
Business and Office Education
Windsor Public Schools
50 Sage Park Road
Windsor, Connecticut 06095

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* PHONE: (203) 688 - 8334

PROMISING PRACTICE

OCCUPATIONAL CHILD CARE

District/Agency: New Britain Public Schools

Descriptors:

Child Care Occupations, Child Development, Experiential Learning, Grade 11, Grade 12, Home Economics

Target Audience:

Students of both sexes in grades 11 or 12.

Major Objectives:

Develop marketable skills in caring for young children.
Practice skills necessary for obtaining and retaining a job.
Identify career opportunities in the field of child care.
Demonstrate understanding of basic child development theories and practices.

Overview:

The focus of this program is to provide practical experience in child care services. The "hands-on" portion of this program is vital to its success and is approached in two ways. First, students work for 60-70 hours a year in the high school nursery school where they learn about human behavior; second, they receive 8 weeks of supervised field experience in occupations concerned with child care services. These range from settings in child care centers and schools to hospitals and programs for handicapped children. During the 8 week period of on-the-job training, students work each day for 3 periods following the Child Care class plus some additional time as required for the particular job. While mastery of fundamental concepts and techniques is the focus of the classroom work, an overview of job opportunities is provided through field trips and guest speakers.

Indicators of Success:

Increased enrollment of students.
Student placements in area pre-school and day care centers.
Graduate enrollments in college and community college early childhood education programs.

Resources Needed:

Cooperative guidance staff for scheduling needs; nursery school setting; released time for coordination; area and/or community work-sites for student placements.

Contact:

Louise Harrington
Home Economics Department
New Britain High School
110 Mill Street
New Britain, Connecticut 06051

PHONE: (203) 225 - 6351

PROMISING PRACTICE

PARENT CHILD EDUCATION CENTER

District/Agency: Hartford Public Schools

* Descriptors:

Child Development, Day Care Center, Drop Out Prevention, Experiential Learning, Home Economics, Parenthood Education, Teenage Parents

* Target Audience:

High school students, grades 10-12; especially those who are parents and nearing graduation.

* Major Objectives:

Provide student parents an opportunity to continue their education.

Provide a day care facility for their children.

Provide instruction in human development, family planning options, communication, behavior and discipline.

Provide "hands-on" experiences in nursery and pre-school programs.

Promote skill development in infant and child care, health and safety and decision making.

* Overview:

The program is part of the home economics curriculum. It is unique in that it is situated within a high school and is not separated from mainstream students. Student parents who enroll their infants at the Center must take parenting education; for others, it is an elective. Students must be 16 or older and a preference is given to seniors. Because of space limitations, the program enrolls a maximum of nine infants at any one time. The parenting course enrolls about fifteen students and is offered on both the general and academic level. Fully subscribed, this program has afforded the opportunity for young parents to finish school and has served as a means of making other students aware of the complexities of parenting in their teens.

* Indicators of Success:

77% rate of program completers compared with a national average of 20%.

Enrollments in post-secondary training/education.

School and community support.

* Resources Needed:

Administrative and community support; commitment to reverse the cause/effect relationship between teenage parenting and school drop-out rates; convenient room within the school; transportation for students and infants; home economics facility. Costs will depend on size and scope of program offered.

* Contact:

Patricia Cobb, Teacher/Directo
Home Economics Department
Weaver High School
415 Granby Street
Hartford, Connecticut 06112

* PHONE: (203) 243 - 9761 Ext. 229

PROMISING PRACTICE

PEER COUNSELING and PLACEMENT PROGRAM

District/Agency: Platt Regional Vocational-Technical School

Descriptors:

Job Placement, Non-Traditional Vocational Areas, Peer Counseling, Sex Equity, Support Services, Women Students

Target Audience:

Young women in 4 regional vocational-technical schools considering or enrolled in non-traditional vocational areas.

Major Objectives:

Overcome negative peer pressures on young women considering non-traditional vocational areas.

Support and encourage young women currently enrolled in non-traditional vocational areas.

Expose young women to other women currently employed in non-traditional occupational areas.

Provide support services for job placement in these areas.

Overview:

Junior women students, currently enrolled in non-traditional trade areas are selected and trained by guidance personnel on the techniques of offering counseling support to freshmen women students. Role playing and video tape feedback are used. Identified role models currently employed in non-traditional trades are invited to the school to address the pros and cons of being a woman in a formerly male trade area. These presentations are made throughout the year utilizing individual role models. Inservice workshops are conducted during the school year to sensitize professional staff to the need of providing on-going support for women considering non-traditional occupational areas.

Indicators of Success:

Negative pressures have been reduced.

Sense of isolation in shop settings has been reduced.

Barriers to placement of graduates in non-traditional trade areas have been reduced.

Increase in female applicants to traditionally male and integrated trades.

Decrease in female applicants to traditionally female trades.

Resources Needed:

Much of the cost to adopt this program is in-kind. Direct costs could include - honoraria for outside role models (about $30.00 per person); transportation to work sites for "shadowing" purposes; and stipends for co-trainers who train and coordinate an average of 3 hours per week after school.

Contact:

Paul Bransfield
Platt Reg. Voc.-Tech. School
600 Orange Avenue
Milford, Connecticut 06460

PHONE: (203) 877 - 2771

PROMISING PRACTICE

REGIONAL ADULT VOCATIONAL EDUCATION PROJECT

District/Agency: Putnam Public Schools

Descriptors:

Academic Upgrading, Adult Education, Employability Skills, Job Training, Underemployed Adults, Unemployed Adults

Target Audience:

Underemployed/unemployed adults (18 years of age and older) without a high school diploma. Applicants screened on basis of academic and mechanical aptitude.

Major Objectives:

Complete individually prescribed GED preparation classes (12 weeks).

Complete basic, entry-level trade study (12 weeks).

Secure employment or job up-grading upon graduation from program.

Overview:

The project functions in full twelve week cycles with up to 40 students and depends upon the following elements in its operation - indication of need and co-operation of area employers; availability of jobs which can be prepared for in relatively short time spans; facility and teaching resource availability (in this case, a local vocational-technical school); consistent student counseling and support services; and continued communication with employers.

Indicators of Success:

100% of program completers pass the GED exam.
70% of completers gain entry level employment or up-grading.
Intensive combination of remediation and vocational training.
Use of public job/academic training program by local business and industry employers.

Resources Needed:

Staff person who understands business/industry needs as well as sound educational practice. Costs will vary widely with regard to type and duration of training, industry and cooperating agency support. In this project - supervisory/counseling/administrative personnel = $15,000.; teaching staff (for 40 students) = $10,000.; and per-pupil expenditures (based on 12 week sessions) = $625.00.

Contact:

David C. Talbot, Program Director
Reg. Adult-Voc. Education Project
208 School Street
Putnam, Connecticut 06260

PHONE: (203) 928 - 7957

PROMISING PRACTICE

ROCKVILLE HIGH SCHOOL NURSERY SCHOOL

District/Agency: Vernon Public Schools

* Descriptors:

Child Care Occupations, Child Development, Experiential Learning, Grade 10, Grade 11, Grade 12, Home Economics, Parenthood Education

* Target Audience:

High school students, grades 10-12, enrolled in Child Development I and II; area nursery school children.

* Major Objectives:

Analyze the relationship of social, emotional, intellectual and physical development in children.

Recognize the roles, responsibilities and life-styles of parenthood.

Develop realistic expectations about children.

Integrate knowledge of principles of child development and care through experiences with children.

Explore vocational opportunities in child-related fields of work.

* Overview:

A full year of child development course work is offered in conjunction with a twice weekly nursery school for local and area children which runs from November 1 - May 31. Nearly 60 children attend sessions which are divided into separate programs for three and four year old children. Children are selected on the basis of need, benefit to the program, age and sex; equal numbers of males and females are sought. High school students are given the opportunity to work with young children and to acquire knowledge of personality development and individual differences. This program offers a level of parenthood education while providing opportunities for exploring vocational choices within child care occupations.

* Indicators of Success:

Increased community interest and support.

Student enthusiasm and attitudes.

Student and parental evaluations.

Increased student interest in child-related fields.

Expanding waiting list for nursery school enrollment.

* Resources Needed:

Nursery school program costs are subsidized through parent fees of $1.00/day or $45.00/year. Course costs are contained within the departmental budget.

* Contact:

Claire Bellino, Director
Home Economics
Vernon Public Schools
Corner of School and Park Street
Vernon, Connecticut 06066

* PHONE: (203) 872 - 7391

PROMISING PRACTICE

SKILLED CLASSROOM TRAINING

District/Agency: **Shelton Public Schools**

* Descriptors:

Counseling Services, Job Placement Services, Individualized Curriculum, Multiple Skill Area Training, Out-of School Youth, School/Business Collaborative, Unemployed Adults

* Target Audience:

Unemployed adults (ages 18-65.) Program serves approximately 400 CETA eligible trainees per year in non-graded environment.

* Major Objectives:

Place 100% of participants into gainful, meaningful and lasting employment.

* Overview:

Begun in 1975, this program is committed to the provision of skill training for the unemployed. A total of 110 enrollees (at one time) attend a variety of classroom training programs conducted at any of four separate facilities during prime school time. All courses are "open-ended" with individualized curricula designed to train participants in vocational skills which meet current labor market demands. In addition to vocational skills, students are instructed in personal job behaviors, as well as in skills for recurring employment. As enrollees become "job-ready," program staff provide counseling and job placement services, in conjunction with the local State Employment Agency.

* Indicators of Success:

Approximately 80% of all participants have been placed into gainful and meaningful employment.

A significant number of trainees without a high school diploma obtain their GED.

* Resources Needed:

1 coordinator (less than full time)

Scheduled use of existing facilities during prime school time.

Standard secondary school as training facility.

Materials and supplies.

Little supplemental cost to adopting school district.

* Contact:

Leon J. Sylvester, Director
Career, Vocational and
Continuing Education
120 Meadow Street
Shelton, Connecticut 06484

* PHONE: (203) 735 - 9854

PROMISING PRACTICE

VOCATIONAL HOME ECONOMICS – ON YOUR OWN

District/Agency: **Manchester Public Schools**

Descriptors:

Communication Skills Development, Decisionmaking Skills, Home Economics, Interpersonal Relationships, Life Skills, Pre-Vocational/Exploratory, Problem Solving Skills, Self Image

Target Audience:

Male and female students (grades 8 and 9); both college and non-college bound.

Major Objectives:

Develop positive self-concept in individual students.
Increase understanding and practice in the decision-making process.
Develop skills needed for positive interpersonal relationships.
Equip students with knowledge for efficient managment of natural and personal resources.
Develop understanding of rights and corresponding responsibilities of teens.
Explore life skills including budgeting, job seeking and home management.

Overview:

This course was designed to contain vital subject matter which is often not covered in other curricular areas and to provide for its treatment within a home economics classroom, where the atmosphere is conducive to more dialogue and less structure. In order to assist with the application of new knowledge, this course utilizes an interpersonal approach which includes the use of numerous community resources. Core units concerned with communication, decision making and self image are integrated into topical areas which include legal rights and responsibilties, money management, consumer education, self defense, drugs and alcohol, an personal health. The selection of areas to be covered is determined by the students' expressed needs and interests - thus assuring relevancy and encouraging the use of the affective domain.

Indicators of Success:

Student evaluations.
Course attractiveness to both female and male students.
Level and quality of class participation.

Resources Needed:

This course could be an integral part of the home economics program offerings with no additional staff or funding needed.

Contact:

Mrs. Laura Boutilier
Home Economics Teacher
Illing Junior High School
227 East Middle Turnpike
Manchester, Connecticut 06040

PHONE: (203) 647 - 3404

PROMISING PRACTICE

WORD PROCESSING for COLLEGE BOUND

District/Agency: Norwich Free Academy

* Descriptors:

Business and Office Education, College Bound, Grade 11, Grade 12, Pre-Vocational Training, Word Processing

* Target Audience:

Course designed particularly for seniors and juniors admitted on recommendation of guidance.

* Major Objectives:

Develop proficient typing skills.
Operate business and office equipment.
Explore career opportunities in the field of business.
Develop job entry skills.

* Overview:

The word processing course was initiated so that college bound students could be introduced to the world of business in high school. Students enter the course with little or no prior business courses and are first taught how to type in a semester of personal typing. The next semester is spent introducing students to the concept of word processing as compared with more traditional office practices, while typing skills continue to be strengthened. Punctuation rules and letter-writing skills are reviewed in preparation for the work that follows on dictation, transcription, duplicating equipment and automatic typewriters. Typing skills are enhanced through other project work throughout the course.

* Indicators of Success:

Levels of skill proficiency achieved by students.
Many students have been accepted into business programs at the college level.
Some students have jobs in office-related work while in college.

* Resources Needed:

Existing and up-dated business and office education equipment, such as individual word processors to permit hands-on experiences with modern aids; staff members(s) who have a good understanding of word processing and other equipment appearing on the market in recent years.

* Contact:

Anita Smiley, Instructor
Norwich Free Academy
305 Broadway
Norwich, Connecticut 06360

* PHONE: (203) 887 - 2505

PROMISING PRACTICE

WORK READINESS PROGRAM (Annie Fisher School)

District/Agency: Hartford Public Schools

* Descriptors:

Basic Skills, Drop Out Prevention, Educable Mentally Retarded, Field Sites, Work Readiness

* Target Audience:

Educable mentally retarded youth between 15 - 21 (grades 9 -12). Services provided for 35 to 38 students referred to program through P.P.T. process.

* Major Objectives:

Become self-supporting citizens capable of taking part in the mainstream of life.
Develop good work habits.
Secure full or part-time employment.
Utilize public transportation.
Acquire and use overall survival skills.

* Overview:

The Work Readiness Program began 10 years ago when it was recognized that too many youth were dropping out of school at age 16 from sheer frustration at having coped, unsuccessfully, with the basic skills. Once lost, it was very rare that these youth would ever again take the opportunity to acquire and develop the necessary skills and talents to lead successful and productive lives. Work Readiness, with its emphasis on vocational training, offers youth a chance to become successful. Educable retarded students learn the basic survival skills and good work habits and experience a sense of self-worth. The program is unique in that it focuses on vocational training with a limited academics program. Students spend about 90% of their time in vocational training stations and the remainder of their time learning basic survival skills. Work Readiness does not train students to become master craftsmen, rather, the emphasis is on acquiring positive work habits and attitudes.

* Indicators of Success:

Drop-out rate is less than 10%.

90% of students utilize public transportation.

Number of full-time placements is impressive.

* Resources Needed:

Existing facilities for training stations; redirected staff committed to special needs students; equipment, material and supply needs will vary with size and scope of program; approximate per-pupil unit cost in Hartford is $3,333.00.

* Contact:

Mary W. Furtado, Guidance Counselor
Work Readiness Program
Annie Fisher School
280 Plainfield Street
Hartford, Connecticut 06112

* PHONE: (203) 527 - 2631

CHECKLIST OF PROGRAMS: RESPONSE SHEET

NOTE: *Place a check next to the practice(s) which you would like to learn more about through inservice workshop(s) or a conference designed for that purpose. Please provide your name, address and telephone number on the reverse of this page.*

(Cut along this line - fold, staple and mail)

——— Aged and Disabled Couses I and II
——— Alter Ego (Vocational Clothing)
——— Alternative School Program
——— Ansonia Adult Nursing Assistant Program
——— Bilingual Pre-Vocational Training - Allied Health Professions
——— Bilingual Vocational and Language Development Program
——— Career Planning for Adults
——— Career Workshop
——— Cooperative Vocational Experience
——— CORE Program - Home Economics
——— Displaced Homemaker Program - (Women in Transition)
——— Diversified Education for Placement Training and Hiring - DEPTH CWE/Trade and Industrial)
——— Diversified Education for Placement Training and Hiring - (DEPTH) - Allied Health
——— "Drama Tech" Program
——— Employer Appreciation Banquet
——— Explore A Job
——— Fire Fighter Education Program
——— Food Services Program
——— Food Services and Restaurant Management Program
——— Hands-On Vocational Exploration for Special Education Instructors
——— jobsPlace
——— L. D. Shared Time
——— Learning For Earning
——— LINK: Intergenerational Communication
——— Machinist Training Program (Hamilton - Standard)
——— Mathematics - Career Exploration Project
——— Microcomputers in Accounting and Office Practice
——— Microcomputers in Data Processing
——— Mind Your Own Business
——— Model Office - Business and Office Education
——— Occupational Child Care
——— Parent Child Education Center
——— Peer Counseling and Placement Program
——— Regional Adult Vocational Education Project
——— Rockville High School Nursery School
——— Skilled Classroom Training
——— Vocational Home Economics - On Your Own
——— Word Processing for College Bound
——— Work Readiness Program (Annie Fisher School)

Place
Stamp
Here

TO:

Dr. Valerie Pichanick

Bureau of Vocational Program
Planning and Development
State Department of Education
P. O. Box 2219
Hartford, Connecticut 06115

FROM:

Name: _____

Title: _____

Mailing Address:

_____

_____

_____

Phone: _____

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Division of Vocational and Adult Education
C. M. Green, Associate Commissioner
and Division Director

Bureau of Vocational Program Planning and Development
Elizabeth M. Schmitt, Chief

Research, Exemplary Programs and Curriculum Development
Dr. Valerie Pichanick

Project Director
Harry. W. Osgood